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ABSTRACT

The goals of this seminar on user education activities in Texas libraries were to encourage the development of user education programs within libraries, and to inspire cooperation between libraries, preventing unnecessary duplication of effort. The six papers presented were concerned with user education in: (1) school libraries; (2) academic libraries--two-year colleges, undergraduate students, and graduate students and faculty; (3) public libraries; and (4) special libraries. A bibliography and summaries of surveys in school, academic, special, and public libraries are appended. (KP)

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PROCEEDINGS
OF THE
SEMINAR ON USER EDUCATION ACTIVITIES,
THE STATE OF THE ART IN TEXAS

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Introduction

by Lois Bebout,
Chairperson, TLA Reference Round Table

It is a pleasure to welcome all of you to this seminar on user education activities in Texas. As most of you realize, I hope, the Reference Round Table's money is tied up in publishing Texas Reference Sources (copies of which are for sale at the TLA office here at the conference for $7.00 plus tax). Therefore, we appreciate the financial assistance given us by the Young Adult Round Table. We also received help from the Texas Association of Schoo. Librarians and from the Texas Chapter of the Special Libraries Association and Shell Oil Company to conduct the surveys of the school and special libraries which will be reported on today.

Susan Burton, the moderator of the panel, deserves much of the credit for coordinating the panel. Kenneth Parker, one of the panelists, also was in charge of the exhibits including the computer-assisted library instruction program to be demonstrated at the close of the program.

Susan will introduce the other panelists, but first let me introduce her. She is presently a reference librarian and co-ordinator of the instructional program at the Undergraduate Library at The University of Texas at Austin. While she was attending the School of Librarianship at the University of Washington, she interned at Earlham College in Richmond, Indiana, which is nationally recognized for its work in course-integrated library instruction. She is a member of The General Libraries' User Education Committee at UT and co-chairman of the Southwest Library Association's Task Force on Library Instruction in the Southwest. She will be a speaker at the Sixth Annual Conference on Library Orientation for Academic Libraries in Ypsilanti, Michigan in May.

My thanks to Susan and to the other members of the panel for their interest and contribution. And, my thanks to all of you who assisted with the exhibits.

And, now I turn the program over to Susan Burton.

Preliminary Remarks

by Susan Burton

Whether you call it library orientation, library instruction, bibliographic instruction, or user education; we are all interested in helping people make more effective use of library resources. All public services librarians are involved in the teaching process. Traditionally teaching has taken place most frequently on a one-to-one basis at the reference desk. Now many librarians are expressing an interest in assuming a more active, systematic teaching role. Your presence today is indicative of this.

On a national basis, interest in library user education is reflected in the body of literature that exists on library instruction and by the growth of national, regional, and state organizations. In addition to the ALA Instruction in the Use of Libraries Committee, the ACRL Bibliographic Instruction Task Force, and Project LOEX, a national library orientation and instruction exchange funded by a Council on Library Resources grant; there are at least a score of regional and state organizations and clearinghouses. In our own region, the Southwestern Library Association last summer funded a Task Force on Library Instruction in the Southwest. The academic librarians on today's panel will be basing their remarks on responses to a questionnaire the Task Force is sending to academic libraries in the six state SWLA region. The questionnaires will be used to compile a directory of instructional programs in college libraries which will be published later this year.

The SWLA questionnaire inspired the surveys conducted over the past few months by the other members of this panel. As a result, today we are prepared to report to you the state-of-the-art of user education in Texas libraries. Our goals in presenting this information are 1) to encourage the development of user education programs within individual libraries, 2) to inspire cooperation between libraries, and 3) to help prevent unnecessary duplication of effort.

Every library feels limited by the time, staff, and funds it has available for increasing the library skills of its users. Cooperative development of instructional materials can overcome some of these limitations. Comparing notes with librarians who have experimented with various instructional methods can help us plan our user education activities more successfully.

Speakers from all types of libraries are represented on this panel because user education is, in varying degrees, an area of common concern. Though our libraries are unique, our users overlap. In order to best serve and educate our publics, we need to know what the other libraries they use or may use are doing to teach them to find information.

Before we begin, you may be interested in hearing something about the panelists' backgrounds. The first speaker, Madeleine Carole Lipman, will be talking about the library instruction students receive in Texas schools. Carole has been a librarian with the Houston Independent School District for twelve years. She is currently the librarian at Houston's High School for Performing and Visual Arts and High School for Health Professions.

Following Carole will be John Lolley, speaking on user education in the state's junior colleges. John is Director of Library Services at Tarrant County Junior College, South Campus. He is Chairman of the SWLA Committee on Educating Library Users. You may be familiar with his textbook Your Library, What's in it for You.

Next, I'll be talking about the state-of-the-art of user education for undergraduates in Texas four year colleges and universities. Following me will be Kenneth Parker, speaking on library instruction for graduate students and contact with faculty. Kenneth is Behavioral Science Librarian at the University of Houston and is the incoming Chairman of the TLA Reference Round Table.

Next will come Marilyn Johnson representing special libraries. Marilyn is with Shell Oil Company where she is Manager of Information and Library Services in the head office in Houston. She has held several local and national offices in the Special Libraries Association.

Concluding the panel will be Jean Brooks representing the institution which tries to be all things to all people, the public library. Jean is head of the Independent Study Office at the Dallas Public Library. In her years at Dallas Public, Jean has worked in the Community Education Office with Institutional Services and has spent the last four years in projects to study the role of the public library in independent study. Most recently she has been involved in a 3D Library Learning Center Project involving Dallas Public, Dallas Independent School District, Dallas County Community College District, and KERA TV.

Now to lead off, here is Carole Lipman who will tell us what is being done to teach students library skills in Texas schools.

User Education in School Libraries

by Carole Lipman

All of us, as professional librarians, are acquainted with the many activities and functions of the library. Of all the activities in the school librarian's daily schedule, nothing outranks in importance her obligation to teach students how to use books and other media for both information and personal pleasure. The bulk of her time should be spent in instruction, for it is as a teacher that she is certified and compensated. Almost every state department of education recognizes the school librarian as a teacher of a special subject. All too frequently, the librarian's teaching functions become submerged under a welter of clerical and technical chores, particularly in the school having only one librarian. The conscientious librarian tries to reduce routines to a minimum, but without assistance can easily be bogged down by burdensome detail and many deadlines.

One of the most rewarding aspects of school library work is the opportunity it affords for, not only group teaching, but individualized teaching of a high quality. Librarians enjoy an intimate professional relationship with students that is actually one of the most effective forms of teaching. The only problem for the librarian is the extent to which she should go in rendering individual assistance since educational goals presume the development of student initiative. Circumstances, therefore, determine the amount and kind of direction given.

Our current concern centers more on the formal group instruction which librarians are called upon to plan and execute. This is an area which baffles and frustrates many school librarians.

The first problem that arises is: who is to teach the use of the library? The teacher knows his pupils and their needs and can most wisely determine the best time for each library skill to be taught. Yet the teacher is often not too well acquainted with library tools or with methods of explaining their use. Teaching the use of the library, therefore, should be a joint responsibility of teachers and librarians.

The next question is whether the use of the library should be taught in the classroom or in the library itself. If the teaching takes place entirely in the classroom, the learning situation is removed from much material that cannot be made available outside the library. Yet, when the lessons are taught altogether in the library, it means that library materials are not generally available to other pupils while the course is in progress.

Third, how shall the use of the library be taught -- as a separate unit or in connection with classroom subjects or units? Both teachers and librarians agree that the latter is preferable. Yet, in general practice in Texas, the use of the library is largely taught as a separate group of lessons. The cumulative outlines of skills to be learned at each grade level are only suggestive as library materials should be presented at the time students need to use them in their classwork. Each time the need arises instruction should be given until the students demonstrate that they have acquired the ability to use the various skills indicated in the lessons. It is not necessary that the units be taught in any particular order. The immediate needs should introduce the teaching of any unit and should utilize the drill necessary for cultivating library skills.

Yet too often, in the face of such problems, teaching the use of the library is neglected or done in a rather haphazard manner. Not withstanding these difficulties, however, many districts and schools have developed good programs of teaching library use that should result in more adequate use of library materials and school librarians must assume the greater responsibility for seeing that all students have instruction in library use.

To give the students the instruction necessary to develop the skills needed in using the library, a sequence of lessons should be developed and integrated into the curriculum. The guidelines should not be rigid or too formal, but should meet the current educational demands. Library or instructional media lessons should be continuous, cumulative, and correlated with the curriculum. In formulating the lessons, the librarian or teacher should always choose an interesting topic for demonstration and allow time for practice. Evaluative measures should be used to determine effectiveness of instruction of library skills. Tests of students' library skills and informal feedback are the two most widely used in Texas.

Learning needs to be functional rather than formal; however formal is still common practice in Texas. An ideal situation would involve cooperation of teacher and librarian using a multi-media approach. The materials most frequently used to teach library skills are printed materials such as library handbooks (both commercially and locally produced) and library units in textbooks. The trend is toward more individualized programs and multi-media. A great preference is with locally-produced slides and cassettes. Our survey showed that most librarians feel that commercially-produced lessons do not fit their needs as well as the individualized. Many libraries in Texas use guided tours along with printed materials, lectures to classes at teachers' requests and a wide variety of the non-printed materials that are commercially available.

A working knowledge of the library should be part of the total curriculum. It must be a continuous and cumulative effort throughout one's public school education. Review and reinforcement of library skills already developed must be incorporated with newly acquired library knowledge. The various instructional methods available should be appropriately matched according to the student's needs and abilities. Cooperation between teachers and librarians needs to be encouraged to enable the students to acquire the maximum skills possible. A more adequate use of library materials will provide students with the knowledge necessary to obtain information and pleasure from the library throughout his school and outside life.

User Education for Students
in Two-Year Colleges

by John Lolley

In order to appreciate fully a state-of-the art review of library instruction in Texas two-year colleges, one should have at least a brief overview of the development of the so-called "junior college movement." The evolution from a single purpose junior college to the multipurpose comprehensive community junior college has occured within a mere seven decades. The dramatic changes in curriculum and in the types of students enrolled have profoundly influenced the library services and, particularly, library instruction of the colleges over the decades.

There is a minor "tempest in a teapot" concerning the origins of the junior college. Some hold that junior colleges resulted from an upward extension of the high school and there are certain images concerning the junior college that are still held resulting from this viewpoint. Others stoutly maintain that junior colleges were spawned like one-celled animals splitting off from the university. Regardless of their origins, it is generally agreed that the instruction of these early junior colleges tended to duplicate the first two years of the university. Indeed an early definition characterized the junior college as "an institution offering two years of instruction of strictly collegiate grade" and the curriculum included those courses usually offered in the first two years of the four year colleges.

In other words, the junior college was content to be just that, a "junior" four year college. On the surface, library services and library instruction should have been greatly simplified in these early junior colleges. Walter Eels, one of the foremost spokesmen for the junior college in the 1930's, commented that the age group and its accompanying physical, social, educational, and psychological characteristics, whatever they may be, is certainly much more nearly homogeneous in this respect in the two year institution than in the four year instruction. Such homogeneity of student characteristics with a curriculum designed for a single purpose would have allowed the librarian to identify a specific set of needs and tailor the library services and instruction to meet them.

This of course is a gross oversimplification as Eels also reported that the junior college library standards were low, actually lower, facilities were inadequate and administration usually slighted the library when budgets were made. While junior colleges may have prided themselves as institutions of strictly collegiate grade, many did not harbor that viewpoint.

Perhaps a better idea of the state of junior colleges can be obtained from a June, 1937 issue of Life magazine devoted to higher education in America. After a detailed description of the typical 1937 college student, the proud facilities of American universities, the quality of university professors, the achievement of the graduates, the junior college is characterized thusly:

> "At Stephens in Missouri, girls are taught to solve women's 7400 problems with classes in beauty, riding and voice. Stephens is today a junior college run with educational novelty and high-powered promotion. It owes this distinction entirely to President Woods, who bent on making his school excel, called in experts to draw up the definitive modern women's curriculum. Together they compiled a list of 7400 women's problems. To help Stephens girls meet these problems President Woods gave them a spreading Georgian campus, a country club, a stable with 36 horses, a theater, a grooming clinic where they learn the science of beauty and dress."

One wonders if the poor dears were ever taught any academic courses.

Fortunately the junior college role changed significantly after World War II. With the return of the GI's, many junior colleges emphasized a dual curriculum -- academic and vocational-technical. No longer were the students similar in age, with similar social and economic backgrounds. The courses and methods of instruction were different from the former two year courses of strictly collegiate grade.

No longer could library instruction be aimed at training students to use library resources associated with academic course demands. Vocational-technical programs ushered in a brand new ball game. The students came with a fantastic range of previous library use. The library for many vocational-technical students represented a symbol of academic elitism, a place where they were not welcomed. Vocational-technical faculty often shared this view. For example one vocational-technical instructor discussing the library in the junior college wistfully pleaded for a facility where the "atmosphere is not so icy as it so often seems to be in college libraries."

A third dimension of the two year colleges was added after 1945 with the development of instructional programs designed for adults of the community, hence the term community junior college.

And so the librarian of this educational embodiment of "all things to all people" faces the burden of designing a library instructional program for students whose ages can range from 18 to 80, probably with a comparable spread in academic ability, pursuing vastly differing educational goals, representing every segment of the community. Perhaps a clearer picture may be obtained by viewing these students as student "types." Eight types, blending academic and motivational characteristics of the students have been listed on occasion. As you listen to these descriptions imagine that you are the newly hired Orientation Librarian charged with designing a Library Instructional program for the following students:

1. The high school student of moderate ability and achievement who enters junior college right after high school as a full-time student with the intention of transferring to a given institution with a particular major.

2. The low achiever in high school who "discovers" college quite late and then becomes highly motivated to enroll in a junior college transfer program for which he is not equipped, yet who may be a "late bloomer."

3. The high school graduate of low ability who enters junior college because of social pressure or because he cannot find employment.

4. The very bright high school graduate who could have been admitted to a major university who may have low scores on measures of "intellectual disposition" and "social maturity."

5. The intellectually capable but unmotivated, disinterested high school graduate who comes to junior college to "explore," hoping it will offer him what he does not know he is looking for.

6. The transfer (in) from a four-college who either failed or withdrew after an unsatisfactory experience in a semester, a year, or more.

7. The high school dropout who probably comes from a minority group and a culturally disadvantaged family, with only grade-school level skills and a strong interest in securing vocational training.

8. The late college entrant (over 25) who was employed, in military service, or in the home for a number of years after high school and who now is motivated to pursue an associate (and perhaps a baccalaureate) degree, however long it may take.

What about the library skills of community junior college students? Unfortunately, there are very few studies documenting these students' skills before any formal library instruction. One such

study (reported in my article in the Spring 1975 issue of Texas Library Journal, pages 30-32), however, obtained the following results from an analysis of pre-test scores of students taking an individualized library instruction course:

48% of the students did not know how books are arranged on the library shelves; 75% did not know what a call number is; 68% could not tell how books are entered in the library catalog; and 82% could not identify the elements in a Reader's Guide entry.

These are the same students who every day receive assignments to write term or research papers requiring sources from books, reference works and periodicals. They are vocational-technical students training for jobs which often require research to keep up with developments in the field or in the writing of technical papers and reports. They are students in remedial-type programs who are struggling to enter the mainstream of college education.

The question that now arises is, "Just how have Texas community junior college libraries approached the problems of library instruction?" Forty-four Texas junior college libraries responded to the SWLA questionnaire. The following is a summary of these responses:

The first question dealt with staffing. Eighty one percent of the libraries have no librarians devoting full time to library instruction; 15 have one; 4% have two. Forty-seven percent of the libraries have one librarian devoting part time to library instruction; 35% have two; 4% have three; 4% have four; 15% have none. No libraries reported any full time clerk or support staff working full time on library instruction. Indeed, 65% of the libraries have no support staff devoting part time to library instruction; 19% have one; 12% have two; 4% have three.

From the responses of these libraries, it must be concluded that library instruction is a part time thing; it is an activity that receives little more attention than any peripheral service. Most community junior college libraries will have at least one librarian devoting full or part time to the major services: technical processing, reference, circulation. This is not true for library instruction. Despite the lack of staff time devoted to library instruction, however, all libraries reported some form of library orientation. The most prevalent form is the guided tour, with 82% of the libraries reporting some type of tour.

The object of the tour is simply to familiarize the user with the physical plant and the available resources. Tours accomplish this purpose most adequately. Unfortunately they are often superficial and disruptive and usually occur when the student is totally unmotivated. Probably realizing this situation, 88% of the libraries combine the tour with an orientation lecture.

In contrast to the walk-through tour which is directed to groups, the self-guided tour focuses on the individual and his individual needs. Twenty-one percent of the libraries use a self-guided tour.

Library instruction which is designed to impart information in some detail concerning the specific resources is also very prevalent in community junior college libraries. Seventy-nine percent offer lectures to groups on demand. Thirty-three percent have a unit on library use as a required part of a course such as English or Freshman Orientation. Sixteen percent offer term paper clinics and 15% have a separate course for credit. No libraries reported a separate non-credit course.

The overall impression is that library instruction is not an easy undertaking for a limited staff,

particularly when students' backgrounds, abilities, and needs vary as widely as they do in community junior colleges.

Even though many of Texas community junior college libraries employ a learning resources concept emphasizing library and instructional media services, library instruction and library orientation is heavily print oriented. Sixty percent publish a library handbook, 33% offer printed bibliographies, 36% use some form of a printed self-guided tour, 21% have a special library handbook for faculty, 33% utilize a printed point of use materials.

Print materials, however, do not reign supreme as some 30% of the libraries employ audio tapes and cassettes for library instruction and 30% have a slide tape production. Other forms of media include 30% filmstrips, 37% transparencies, 21% graphic displays. Only 9% use video tape TV, and 9% films. No libraries reported a computer assisted program.

No inventory of orientation or instruction is complete until the thorny issue of evaluation has been handled. As Stoffle and Bonn note, (Stoffle, C.J. and Bonn, G., "An Inventory of Library Orientation and Instruction Methods," RQ 13:129-133, 1973), many librarians are at a loss when evaluation is discussed because most instructional programs are not based on tangible or concrete objectives. Presumably to measure learning one must know where the learner is before instruction, in other words, he should be pre-tested. Quantitative measures of success of failure can be obtained with a post-test following instruction. While the questionnaire did not specifically ask for the instructional programs utilizing pre- and post-tests, 48% of the respondents reported some tests of student library skills. The vast majority however, 73%, rely on informal feedback. Twenty-four percent do keep statistics on instructional activities, 27% use student questionnaires, 18% faculty questionnaires. Finally, only 33% of the instructional programs surveyed have written goals and objectives.

In summary, education to library users in Texas community junior colleges predominately falls within the category of library orientation, with the guided tour the most prevalent form. Most of the tours, however, are combined with an orientation lecture and the majority of libraries do offer instruction upon demand. Many also incorporate instruction as a required part of an existing course -- English or Freshman Orientation.

Texas community junior college libraries rely heavily on print materials: handbooks, bibliographies, self-guided tours, point-of-use materials, and self paced instructional units.

Instructional media devices, or non-print materials, are also employed but to a lesser degree. The most prevalent materials are transparencies, slide-tape presentations, audio tapes and cassettes and filmstrips. It must be admitted, though, that Texas community junior college libraries have not made extensive use of the more exotic forms of media, video tape, computer-assisted instruction, and teaching machines. It must also be emphasized that these approaches involve a great amount of time, energy, facilities, and equipment, commodities that only the large urban campuses apparently have.

Library orientation instruction in Texas community junior colleges for the most part is not based on pre-determined student goals and objectives. At least half employ some method of evaluation in the form of tests of student library skills. Most, however, use an inexact evaluation procedure, student feedback, which is primarily an attitudinal measure rather than a cognitive measure.

User Education for Undergraduate Students

by Susan Burton

For those of us who dream of the day when library competency will be recognized as a basic part of every undergraduate's education, the current status of library instruction in 4-year colleges and universities in Texas is encouraging in some respects and discouraging in others.

The good news is that all over the state, in large institutions and small, undergraduates are receiving some form of library orientation and/or instruction. So far, surveys have been returned by 45 of the 68 4-year colleges and universities in the state. With few exceptions these institutions report they are using several methods of user education and several kinds of instructional materials.

The bad news is that these generalizations paint a brighter picture than actually exists. Whether any particular student receives instruction in library use is largely a matter of chance. There are a handful of exceptions. A few institutions have library orientation or instruction programs which reach all or virtually all students at least once in their undergraduate careers. The programs I have identified are at

Austin College,
Baylor University,
Stephen F. Austin State University,
The University of Texas at Austin, and
Wiley College.

In contrast, most libraries in the state are responding to requests for instruction rather than initiating a demand for them. Every academic librarian can identify a core group of "friendly faculty" members upon whom they can rely to request some kind of library instruction for their classes. The size and the composition of this group of library-oriented faculty varies widely from institution to institution. English and Speech instructors are most frequently mentioned, but otherwise no pattern emerges. By and large, the students who graduate from Texas colleges and universities with some training that will equip them to satisfy their continuing information needs are those students who by some quirk of fate happened to take courses from their institution's library-oriented faculty members. Consequently, the library instruction students get in high school takes on added importance. Even though that instruction may not prepare them for college work, it may be the only training in library use they will ever get.

Statistically speaking, if an undergraduate does learn about using the library, he or she is most likely to do so as a freshman, in a required English or Speech course. This is true not only in Texas but across the nation. In light of this, one can question whether academic librarians serving 4-year institutions are fulfilling their responsibilities.

Although college and university collections and the curriculums they support are much more extensive than those of junior colleges, the scope of the library instruction provided is probably much the same. There is no way to tell from the simple survey the SWLA Task Force conducted, but I wonder how many of our students who graduate with degrees in Psychology are familiar with Psych Abstracts...how many students who have majored in Education have used the Encyclopedia of Education, Education Index, or ERIC. The same question can be asked about the other disciplines.

Clearly we face a formidable challenge if we accept the responsibility for helping all undergraduates develop the skills necessary to identify and locate the information we have devoted so much time, money, and skill collecting and making accessible. How can we develop the information gathering skills of our user populations on a systematic and widespread basis? The answer lies in studying the literature, pooling our collective experience, sharing successes and failures, seeking out the possibilities inherent in our own institutions and co-operating to develop instructional materials that can be used in more than one library.

The survey conducted by the the Southwest Library Association's Task Force on Library Instruction is useful for identifying the foundations on which we can build.

The most universal methods of user education here, as in the rest of the nation, are the guided tour and the library lecture. Of the Texas libraries surveyed, more than 90% of the universities and slightly less than 70% of the 4-year colleges report giving guided tours and lectures on demand. On the whole, colleges allocate the time they have available for instruction differently than university libraries do. College libraries are much more likely to have self-guided tours. Printed or taped tours have the advantage of providing librarians more time to devote to substantive instruction.

Among the libraries currently using or preparing self-guided tours are:

East Texas State University,
St. Edwards University,
Undergraduate Library and Business/Economics Library at UT-Austin, and
Wiley College.

There are several examples of self-guided tours in this exhibit.

Other differences between college and university libraries arise in the relative use of courses and self-paced instruction. Formal courses on research skills are offered by 23% of the universities surveyed and by 16% of the colleges. Many of these courses are associated with library science minors preparing students for school library certification. There are some exceptions, however.

Texas A&M offers three library skills courses for undergraduates through the Humanities Department. One of these is designed especially for students in the College of Agriculture.

Austin College in Sherman offers a 4-week basic reference course each year in the winter term.

Wayland Baptist College offered a 3-week study skills course last summer which included a unit on the library.

University of Texas - San Antonio is planning a course that will be required of all students.

Surveys done in other states have revealed regional differences in instructional approaches. For example, California tends to stress separate credit courses much more than Texas. In Wisconsin, on the other hand, non-credit courses on general library use seem especially popular. Few non-credit courses are given in Texas.

Self-paced instruction is important because it offers a possible solution to libraries faced with the problem of reaching large numbers or to libraries who don't have the staff to meet with classes whose instructors have requested library presentations.

Self-paced library instruction is being used by 32% of the 4-year colleges surveyed and 12% of the universities in the Texas survey. This method of instruction involves the use of workbooks, exercises, or worksheets. Wiley College in Marshall and Our Lady of the Lake University in San Antonio are among the institutions using self-paced instruction. Mary Cleveland at Wiley College has developed a program based on the

PSI (Personalized Self-Instruction) method. Students take pre-tests. If they score less than 90% they work through slide-tape presentations covering various aspects of the library.

In the past year, however, the Undergraduate Library at The University of Texas at Austin has developed a self-paced program that is course-related. The Undergraduate Library's instructional program is based on the premise that library orientation and instruction are most effective if they are linked with a course-related information need.

At UT-Austin, instruction on basic library search strategy is an integral part of a term paper project required in all sections of second semester Freshman English. A series of thirteen library study guides and worksheets have been developed to guide students through research on almost any topic. The study guides direct users to both general and specialized sources beginning with encyclopedias, the card catalog and periodical indexes. Worksheets distributed with the study guides assist students in compiling working bibliographies on their topic.

Instead of meeting with individual classes, librarians meet with all Freshman English instructors in the first week of the semester to explain the library paper. Instructors distribute lists of suggested term paper topics for which plentiful materials exist in the library. The study guides and worksheets are assigned at one and two week intervals throughout the semester.

Spring semester 1976, 150 sections of second semester Freshmen English included self-paced library instruction.

Like the self-paced program just described, all over the state instructional activities are primarily print-based. Sixty percent of the 4-year colleges and universities produce and distribute bibliographies; 55% have student handbooks.

Media and non-print materials are much less widely used as instructional tools, but they are growing in popularity.

As long as libraries rely primarily on guided tours and lectures, the scope of user education activities is directly related to the staff size. Media can be used to reach more users. If media programs are used to present the basics, librarians can devote personal presentations to more specialized research needs.

About half the universities and a fifth of the 4-year colleges report they are using or are developing slide-tape presentations. Austin College uses its slide-tape show in conjunction with guided tours given to all freshmen. Stephen F. Austin State University is preparing a slide-tape presentation that will be used in lieu of an orientation lecture for Freshman English. Prairie View A&M has a slide-tape program which has supplanted some of the lectures given previously. Prairie View is working on print/media learning packages that will be available for individual use.

About one-third of the 4-year colleges use filmstrips and audio tapes or cassettes in their user education programs. Most of the filmstrips and tapes used are commercially produced. University libraries are less likely to use these materials than their college counterparts.

Overhead transparencies are the second most popular media in university library instruction and the third most popular in 4-year colleges. Considering the pre-eminence of the lecture and the relative ease with which transparencies can be produced, I'm surprised that only one-third of the libraries surveyed are using them.

Computer-assisted instruction and videotape have been all but ignored by Texas academic librarians.

1. No one is using computer-assisted instruction to teach library skills to undergraduates. This method enjoys its greatest popularity in the Mid-West.

2. The University of Texas at Austin appears to be the only institution above the junior college level which is experimenting with videotape as a method for instructing undergraduates. The staff has recently finished a preliminary tape dealing with basic search strategy.

Ideally, according to what has been written about library instruction in particular and teaching in general, underlying all the methods and materials just described should be written statements of instructional goals and objectives.

One of the most revealing facts about the state of the art of library user education for undergraduates in Texas is that only 20% of the libraries surveyed have written goals and objectives. This is an area where librarians working with undergraduates can learn from school and junior college librarians. They are much more likely to have goal statements.

I mentioned earlier that it seemed largely a matter of happenstance whether any particular undergraduate attending a Texas college or university received instruction in developing and refining his or her library skills. Yet, from the overview you've heard of user education activities in both junior and senior colleges, as a state we are not lacking in either experience or expertise. What is needed is a means to access that expertise. Librarians need to identify others dealing with the same problems and interested in the same approaches. Answers must be found to the problem of providing library instruction to upper division undergraduates. Those institutions who are not reaching lower division students in required courses like English need to find ways to do so.

If the words "information power" are ever to be more than a National Library Week catch phrase, librarians of all types are going to have to make user education a higher priority.

User Education for Graduate Students and Faculty

by Kenneth Parker

Graduate students and faculty do have the most intensive research needs and yet for this very audience user education is probably the weakest and least organized than for any other group that will be discussed today. Dunlap notes that with the great increase in undergraduate enrollment in the 50's and 60's, librarians directed their attention to the needs of undergraduates (Dunlap, Connie R., Library Service to the Graduate Community, 1975, ED 112 867). Graduate student enrollment increased more than 250% nationwide in the period from 1960-1972, but this increase and the corresponding increase in faculty were largely ignored by librarians. In the 1970's especially, affirmative action and equal opportunity programs have opened graduate education to students who have special needs and problems that often require service on an individualized basis. Added to this complex mix are "older" students who are returning to campus for graduate education. Methods of teaching have changed, interdisciplinary programs have proliferated, and research libraries have become larger and more complex. These are but a few of the changes in higher education that require a new concept of library service to faculty and graduate students.

Little has been done however to respond to the new needs. Dunlap points out that graduate students are attempting to gain in-depth knowledge of a specialized field and to prepare for a career in which research is a basic element. To achieve these goals, a thorough understanding of the organization and intricacies of a research library and the acquisition of research skills are absolutely essential.

We can group graduate students and faculty into two groups according to the academic disciplines in which they are working. Researchers in the life and physical sciences (and to a lesser extent in the social sciences) are oriented to high-level problem solving. Consequently, these researchers consider the literature search only a first step and demand that it be accomplished as quickly and efficiently as possible. For this group (and for information officers), automated retrieval systems and specialized tools such as the Science Citation Index and the Social Science Citation Index are quickly becoming the most used sources and librarians must address their user education activities in this direction.

Users in the humanities, on the other hand, still retain a greater interest in more generalized research skills and utilize, for the most part, more traditional methods and tools in pursuing library research.

So, social, life, and physical science researchers need to be taught more course-specific or project-specific strategy, while researchers in the humanities are usually more interested in basic research concepts and methods.

What do graduate students know about basic reference sources? Susan, to answer your question about how many students who graduate with degrees in psychology are familiar with Psych Abstracts -- very few. And the same goes for education majors, and virtually all of the other disciplines in the humanities and social sciences. Only in the "hard" sciences such as chemistry do undergraduates have to become familiar with the basic research tools in the field. According to Eric Boehm, 90% of today's undergraduates are second knowledge illiterates -- "second knowledge" being defined as the mental process of information

seeking ("On the Second Knowledge: A Manifesto for the Humanities," Libri 22, 1972). Boehm speaks of two ways of dispensing second knowledge -- one is the "high priest or priestess" approach -- an approach which is somewhat analogous to that of a travel agent. Instead of teaching basic research principles and skills, the information specialist actually maps out strategy for the individual.

The other way is what Boehm terms the "second knowledge automat" -- the mechanized retrieval of information mentioned earlier. This approach (mapping out strategy) is an appropriate approach for most information specialists, assuming that the researcher has been introduced to basic research principles as an undergraduate.

Now let us turn from the ideal to reality -- what is happening nationwide. Much the same as for undergraduates. User education for faculty and graduate students is still pretty much a "hit or miss" operation. Traditionally, bibliographic instruction has been offered in research methods courses in English, history, biomedical sciences, chemistry. Other than these, lectures are given by request of those few faculty members who are in the friendly group that Susan mentioned.

One approach that is used successfully in some universities is to cultivate "key" faculty members -- those who teach the methods courses in each field so that graduate students in all departments will receive at least some basic instruction in library research. Faculty handbooks would be helpful; only 17% of the Texas academic libraries surveyed publish faculty handbooks. I fear that reaching all faculty members is and can be only a pipe-dream -- our only hope is to reach the graduate students of today who will be the faculty members of tomorrow. Faculty members tend to be conservative in their use of library resources and usually use only those tools that they were forced to use when graduate students. One area of faculty education which we must concentrate on is making all faculty members aware of new developments in bibliographic control. We must demonstrate the efficiency of research assists such as SCI and SSCI.

We must institute more credit courses in each academic discipline with graduate programs. This is growing with more subject Ph.D.'s entering librarianship. Programs such as those at Colorado-Boulder should be instituted. That five-year program is financed by the Council on Library Resources and National Endowmand for the Humanities. Librarians with M.A. in economics and M.A. in history spend half-time in their respective departments and attend faculty meetings. The classroom approach centers more on research strategy and organization of knowledge than on specific reference tools.

The libraries are attempting to restructure the form of instruction in both departments so that bibliographic instruction is an integral part of each course. The greatest problem is evaluation of such programs; librarians at Boulder are now grappling with this problem.

Susan summarized the survey results for academic libraries. The survey revealed few differences between instructional methods used for undergraduates and those used for graduate students. The survey does show that in institutions serving graduate students there is greater reliance on orientation lectures than in 4-year institutions; also, graduate instruction is much less likely to use audio-visual instruction than do general university libraries. My observation is that graduate students usually are impatient with a-v presentations other than those dealing with a specific research tool such as SSCI.

Other than these points, the survey was of little use in distinguishing graduate library instruction from

other types of library instruction. I will be glad to provide specific information from the survey during the discussion period.

Instruction in use of specific tools is necessary until instruction of undergraduate user populations is systematic and widespread. In this area and in the use of mechanized retrieval systems, there should be close cooperation between subject divisional libraries and special libraries. Graduate libraries in academic institutions seem to operate in a never-never land somewhere between undergraduate libraries and special libraries. We must define the relationships with both types before we can begin fruitful cooperation. It is also essential that we cooperate with public libraries which have research collections in specific subject areas -- unfortunately, this is an area of cooperation in which many academic librarians in Texas have taken the rather elitist attitude that the public library has little to offer. Such an attitude stifles cooperation with public libraries and results in inferior service to the graduate user.

Computer-assisted instruction is a ripe area for cooperation with all libraries. CAI is especially useful in course-specific and project-specific instruction. The reaction of graduate students to CAI has been a rather warm one. When one was asked for his evaluation of a biomedical information sources CAI program, his reply was "We're going to be married!"

In today's world, skill in information seeking is essential for survival and should be considered almost as basic a skill as learning how to read and write. And, librarians or information officers (whichever you prefer) have a great responsibility in educating the user. We all too often emphasize the unique and deemphasize those problems we have in common. We tend to work alone and repeat work (ad infinitum) that has been done a few hundred times before. We must concentrate on common problems in user education and develop systems to solve those problems.

In a recent discussion with some of my colleagues at UH, someone mentioned that all librarians should be aware of technological developments in libraries no matter what subject area they were involved in; he stated that such things were the wave of the future. One person in the group asked how we could consider any such "wave of the future" when we were still "stuck in the tarpits of the past." I fear the latter comment is all too true. What if you were dropped in downtown Houston without a map? Possibly we should consider ourselves cartographers of a sort. Our mission is to map a way for our users to find their way through the maze of civilization's storehouse of knowledge. It is vital that every individual in modern society comprehend and be able to access the information stored, for the time came long ago that no individual could possibly know the sum of human knowledge. We are the expert guides, the cartographers, and if we don't produce the maps, we may all lose our way.

User Education in Public Libraries

by Jean Brooks

The public library serves and provides resources for a variety of publics expressing many different types of needs. Also, for every user of the provided services and resources there are many more non-users in the community with the same known needs. Education of the user and the non-user as a distinct part of public library services has probably received less serious study and attention than in any other type of library.

The public library serves many school children and college students, both of which groups are receiving instruction in library use in the libraries of their institutional affiliation and presumably would need no library use instruction beyond an orientation to the public library's physical layout. Today there are also many out of school adult learners studying in public libraries to prepare for GED, CLEP or external degrees. Businessmen and women, artists and musicians, all types of professional individuals utilize public library resources. Special patrons such as the retarded, the deaf, those with impaired vision, the economically and culturally disadvantaged, the aging, young adults, the non-reader, the Adult Basic Education learner -- all require special types of services and resources. Added to these are people of all ages reading for recreation and self-education. Special interest groups look to the public library for information and bibliographic help. Parents come with children; agencies bring in or refer the probationer, the emotionally disturbed, the educable retarded. From across the community the public library is asked to respond to needs.

The exact composition of populations and the reasons for use or non-use of the public library remain largely unstudied. Those studies available do give us some general ideas of who is the library user.

Charles Evans in a 1970 research study on the Oceanside Public Library (Middle Class Attitudes and Public Library Use, Littleton, Colo.: Libraries Unlimited, 1970) found that the larger user group was the middle-income person with educational attainments high enough to enable him to use the public library easily and the non-user was particularly ignorant or misinformed about public library services.

In the Fourth Deiches Fund Studies of Public Library Service at the Enoch Pratt Library (Adults and the Pratt Library: A Question of the Quality of Life, Baltimore, Md.: Enoch Pratt Free Library, 1974), Lowell Martin reported that the library served a distinct adult group more educated and more affluent than the average. Thirty-seven and eight-tenths percent of the users had some college, 34.7% had graduated from high school, 18.8% had some high school, and 8.7% had an elementary school education. The mean level schooling among library users was 12.2. Other findings were that by and large the heavy reading user views the library as a "supply house" rather than the site for reading guidance and the reader has no conception of the librarian as a reading expert. The public library is merely one of the many sources from which the heavy library reader/user draws books. The librarian organizes the collection and is there to help if difficulty arises in locating the title or topic. The user has already decided on his topic or title when he goes to the library and he may use the catalog

or browse -- on his own.

Unlike other libraries the public library has no captive adult audience with similar goals which it can command at any precise time. Recruitment is necessary for any type of planned programming and the number expected to appear cannot be predicted. What might be a planned program for 50 persons may end up as a tutorial for two. The adult audience served will usually cover all ages, levels of education, library use interests, and degrees of motivation. A set curriculum is difficult to manage with such an audience variation and the tendency is toward great flexibility. Time choice is also a problem since schedules for housewives and working people do not always mesh and competition with family and other societal obligations narrows possible hours of attendance. What in a school or college can be scheduled as part of the required curriculum is at the choice or whim of a public library user. In essence, the public library user has to be conscious of his need for orientation and at a readiness level to accept it. Some of the special publics libraries serve require a totally different type of orientation.

The professional literature reveals little writing directed specifically toward orientation or user education in public libraries. The types of libraries with the most active programs where clearly stated instructional objectives exist are school and academic libraries. There is a recognition of a need in public libraries but it has not been clearly defined and voiced either by the librarian or by the public served. The fact that in the population at large non-users outnumber users leads public libraries to recognize that library public visibility is very low and often the visible image is very poor. Kathleen Molz in a 1967 address at ALA, reported on a joint ASA/RASD study based on answers to 500 questionnaires ("State of the Art of Public Library Orientation," Maryland Libraries 34:10-17, 1968). found that most librarians agreed that a study of user orientation was needed since she stated, "The general public has need of a better understanding of what a library is all about." The word clusters describing library out-of-school users she considered significant: hesitancy, bewilderment, reluctance, ignorance, fear appear again and again as characteristics of the out-of-school adult. And in one instance it was noted that library non-users and even users regard the library as formidable, frustrating, or time wasteful. Molz reports librarians responded with a "recurring motive" of self-help based on saving staff time for other work and the patron's assumed desire to browse. Only one respondent considered that without orientation or librarian help, "good and useful items would be missed by the self-helped patron." Molz notes this was the only response which suggested orientation as a better service to the user rather than as a help to the librarian.

In 1966 May Lee Bundy reported on a large metropolitan area centered around Baltimore, Maryland and Washington, D.C. (Metropolitan Public Library Users; a Report of a Survey of Adult Library Use in the Maryland Baltimore-Washington Metropolitan Area, College Park, Maryland: University of Maryland, 1967). Ninety-nine libraries reported, and almost one half of the patrons were out-of-school adults, most of them college educated, and the majority primarily served themselves, since 43.1% browsed through books on the shelves, 22.1% examined reference books, 19% used the card catalog, and 16% asked help from a member of the staff. Molz suggests that the 16% could be as low as 10% of truly professional assistance since it included directional questions and clerical staff help. Bundy insists that just because patrons do not ask for help does not mean it is not needed and that the unfilled requests of many patrons could have been satisfied if

they had turned to a librarian for assistance. As most public librarians know, browsing is an art in itself and the time-honored freedom to browse may well be a cover-up for lack of knowledge, it may be locating resources by the lucky hit method, or it can become knowledgeable with some orientation. It can end in either frustration or satisfaction. Molz defined orientation as presentation of specialized knowledge in terms a layman can understand so that anxiety and tension can be allayed -- in short, part of the library's entire public relations program.

In a 1970 study of Indiana libraries Edwin E. Olson, School of Library and Information Services at the University of Maryland, (Survey of User Policies in Indiana Libraries and Information Centers, Bloomington: The Center, 1970) found that providing instruction was thought to be important for users of public libraries, but there was wide variance among the libraries, and some librarians were uncertain what was meant by instruction in specific areas or for specific projects. He noted that "formal courses in the optimal use of information resources were rarely given in any but the largest public libraries but that most libraries provided directional services such as pamphlets or maps describing the layout of the library, and signs to guide the user to appropriate sections of the library."

A 1973 report from Margaret Goggin (The Report on the Instruction in the Use of Libraries in Colorado, presented to the Colorado Council of Library Development by the Committee on Instruction in the Use of Libraries) on 68 public libraries in Denver noted that three offered formal instruction, 27 informal instruction and 32 offered no instruction whatsoever. Fourteen libraries emphasized self-learning through instructional materials. Goggin noted the difficulties of variation in backgrounds of the out-of-school adult. Services to groups has made the lecture tours effective as a library instruction tool.

In the mid 60's the Ohio Dayton-Montgomery County Public Library tried a series of three/session seminars covering use of the card catalog, the periodical indexes and the basic reference tools and how to approach a library research problem. An optional library tour was included. The program was well planned and publicized and was considered successful.

The Detroit Public Library is utilizing an Info-Tour for one hour on Sunday afternoon for grades 9-12. Publicity is in the form of a bookmark circular. The tour covers use of the catalog, periodical indexes and how to locate materials needed.

Enoch Pratt Free Library has a 15-page booklet for use by tour leaders with groups which includes a map and indexes. Tulsa Oklahoma City-County Library System offers slide shows which are used in their orientations, and an in-depth seminar for businessmen which is presented on request. The Malaga Cove Public Library in California has used half-hour library special interest programs combined with varying forms of media, tours, information on periodicals and a workshop on use of the catalog and simple reference tools. This effort was started with a group of mothers who brought children in for story hours and now the community itself has taken over the programs, planning them around various topics and library services.

The Denver Public Library developed an informational booklet with a glossary of library jargon terms. In the fall of 1968, they also began a four-session series of two-hour workshops on How to Use the

Library. The series was publicized in the newspapers, registration forms were prepared and advanced registration was required with a membership limit of 30. The first session was a sell-out with a long waiting list. They have successfully served a multi-age, multi-educational level population. Denver also lists their Adult Basic Education and Independent learning programs as library user orientation programs. While the seminar users may not master all the intricacies of the subject headings or the vagaries of filing rules, they do have a headstart and are no longer afraid to ask the librarian for help. I might suggest that the spin-off from this is of course that they have learned how to identify their library needs and how to ask for help.

Since it is obvious that, by and large, not even the public library user is conscious of the variety of existent library services, Molz suggests the "welcome" mat should be placed outside the door in the form of a more effective public relations program. Directional signs, maps, and other graphics can start the orientation once the user is inside. Many traditional library services widely discussed in professional literature are now and can continue to be expanded or redirected to encompass user education. Book talks, talks to service and special interest groups, displays in and out of the library, summer reading programs, and bibliographies can all provide orientation to public library resources and how to locate and use them. Announcements of a program series can include booklists, and library exhibits can display books on the subject covered.

The Appalachian Adult Education Center finds that with the disadvantaged the person-to-person contact and the librarian's interest in his learning encourages students to take books. Tours, talks about library service, materials which relate to coping skills, slide-tape presentations, or taped book reviews by ABE students have all proven successful. Filling out the library card application as an encouragement to selecting and checking out a book can become part of the orientation process. Relating displays to life coping skills and leisure reading is important to this group.

Shelah-Bell Cragin in a report in 1970 ("Mexican-Americans: A Part of the Reading Public," Texas Libraries 32:139-44) on results of a workshop on library services to Mexican Americans speaks of adjustment to acculturation in relating the library to the user. Fiestas, photographic essays and Spanish literature can all be sources of orientation to the Spanish speaking public. A 1975 Wisconsin survey (Stoffle, Carla J.; Hedrick, Johanna; and Chernik, Suzanne, comp., Library Instruction Programs 1975; A Wisconsin Directory, Kenosha, Wis.: Parkside Library Learning Center, 1975) noted that most libraries prepared extensive printed guides and bibliographies to introduce their patrons to library services. Spanish language or bilingual publications are also an introduction to the library's desire to relate to a culture, as are those prepared for the black or Indian communities. In any of these services the library can be visible to a new segment of the community. A good visible image can educate a taxpayer to the need for library funds. Know the community, its wants and needs and then make a real effort to get the message out that you have what is needed. If you know you have a good service, push it. The entire library staff should be involved in continuing evaluation of public needs.

The Wisconsin survey noted that children's departments were very active in meeting needs and offered the best examples of any kind of formalized program. These usually were tied in with other library activi-

ties such as story hours and puppet shows where an interest in reading is fostered. Some children's departments, in addition to interesting children in library resources, instruct them briefly on basic library use such as checking out materials and using the card catalog. Many libraries work with the public schools in giving instruction to elementary school children. Molz considers that, in general, public libraries are concerned with formal instruction, but do not perceive it as a separate, distinct goal for their operations. The concept is integrated into their total philosophy of service to clients, a philosophy which begins at a different source and moves in a different direction from that of school and college libraries.

In order to get some measure of the state of the art in Texas public libraries a questionnaire was sent out to 103 Texas libraries. The forty-seven responding libraries verify much of what we have already learned about other libraries but show us to be very active in one or more orientation activities. Libraries responding included 6 major resource centers, 25 area resource centers, 10 branches of one of the previous types, 2 subject divisions of a library, and 4 libraries which did not consider they fell within any of these categories.

Thirty-eight of the respondents felt there was a need or demand for public libraries to provide orientation or instruction in the use of the library. Three felt there was no need or demand and one considered there were needs but no demand.

Forty-six libraries indicated they had no written goals or objectives yet only one library indicated it had no type of library instruction whatever. Three libraries had librarian-prepared slides, four had librarian-prepared slide-tape presentations, one had a librarian-prepared videotape presentation. The librarians were asked to rate their patrons' ability to satisfy their informational needs on a scale of Very Good, Good, Fair, and Poor. In view of the fact that school and college libraries are considered to be the most active, the public librarian reports are significant. Out of 45 respondents, only 3 librarians rated school children as very good; 9 as good; 26 as fair; and 4 as poor. College students fared somewhat better with librarian ratings of 4 as very good; 20 as good; 15 as fair; and 2 as poor.

User Education in Special Libraries

by Marilyn Johnson

Let's switch now from the academic to an area of librarianship which may be much less familiar -- that is, special librarianship. What special libraries do in user education reflects almost completely what we are as libraries. This is rather distinctive. These are our characteristics:

1. Staff Size

   Over 75% of the special libraries here in Texas have four or fewer staff members. Fifty percent are one- or two-man libraries. This is quite different I expect from the libraries most of you are in. Incidentally, in this discussion, I am not going to talk about the small minority of large special libraries that are really much closer to the academic ones we have already covered, although I know we have some represented here who are very active in user education.

2. Space

   This room, holding some 200 people, is huge compared to the average special library. It may contain only a desk or two, a reading table, ten or twelve cabinets and twenty or thirty shelving units. So, a conducted tour probably won't be the major user education tool!

3. Specialization

   The most unique characteristic of our type of library is that it has a specialized collection. Because this collection is limited in subject content, many times it is simpler in arrangement, not always conforming to standards you learned in library school or the systems our users become familiar with in their universities. Unfortunately, sometimes this arrangement is not only simpler but simplistic, having been developed by a part-time secretary/librarian. However, in general it works in small libraries, for it is only when one gets larger that standards are essential.

4. Users

   What are our users like? In many ways they are different from most of yours. By and large, our users know more than we do about the institution for which we are working. By and large, they have equal or more education than we, and, undoubtedly, they are making much more money. As a consequence, our services to them are different. Our user group may be very small. I had one questionnaire back from a librarian who is serving one person. We have several in the state that may be serving 25 to 50 people and, of course, we have some that are serving millions -- those with a national or world wide user group in a very specialized field. But on the average, our customers number 200 to 300.

5. For-Profit

   Another difference with some but not all special libraries is that they are for-profit institutions. Therefore, economics becomes a vital concern. For that reason, normally special libraries are not self-service or do-it-yourself. The librarian is the one who does the searching, does the pulling of the book off the shelf, gets the information for the person.

So as a consequence, user education has to be very different.

User education is important to us in special libraries and apparently, like most other libraries, is something that has been neglected. Ours is essential but for a different purpose. This purpose is the very basic one of getting people to know that we have a library. I am sure that 99% of your users, certainly I hope 101% if you are in university or school libraries, know that a library exists in their community. They probably know that this library has books and magazines, they might know that it has audio-visual, they might not know that it has other things. But they know there is a library. Because most of these people, however, who become our users do not learn about the existence of special libraries while in college many of them are very surprised to find one in an industrial corporation or specialized group. So our first requirement is to educate them that, yes indeed, there is a library. As you can surmise, this is almost strictly a PR job. We are very money-oriented and we get our monies only in proportion to the support we get from our user groups.

Secondly, the next function is to educate users about our services. By and large, we are not concerned with teaching them how to use individual reference sources. We look in Chemical Abstracts for them (unless they really want to do it themselves). We figure that we are more efficient gatherers of information and we are certainly much cheaper gatherers than most of the people we are serving.

Another reason that we are frequently not self-service is that almost all special libraries, in addition to having published materials, contain proprietary information of some sort -- something that has circulation restrictions. By and large, these items are not browsable and are not open even to all in our user group. Therefore, our library staff has to search and retrieve from them.

One new development that is bringing about a change in this total "we'll do it all for you" concept is the use of on-line data bases for searching. In manipulating a mechanized system, we must interact with our users, discussing strategy with them and many times having them at the terminal with us when we are running a search. Since connect time at $125.00 per hour is not cheap, user education is essential. One word of note, however; despite training we do not want our users to conduct a computer search on their own. The mechanics are just too complex unless one is doing it every day.

I have generally told you what we are not doing in user education in our Texas Special Libraries. Here, very briefly, is what we are doing. We try to reach new people when they come into the organization, inviting them to the library and telling them about our services. We meet with departments any time we are invited (or can wangle an invitation). We publish tools such as monthly acquisition lists which, in addition to reporting new materials, help propagandize our services. We use company or institutional publications to get the word out. But we haven't gotten into the sophisticated audio-visual types of education programs that are so effective in academic and public libraries.

As to our interactions with other libraries, basically we are greedy recipients of everything that you other groups can do for us. The better trained our users are from first grade through graduate school, the easier it is for us to perform our tasks. So while we can't do much in exchange, we do thank you and encourage you in every way to develop effective user education programs.

Concluding Remarks

by Susan Burton

Thank you all very much. Because the hour is late, there will be time for only a few questions and comments.

[Editor's note: the issues discussed dealt primarily with the need and methods for instruction for users of on-line data bases.]

There are a few announcements:

This room will be open until five o'clock to allow time for you to examine the exhibits. If there are printed items which you would like to have sent to you for closer examination, please sign the sheet on the table near the door; copies will be sent to you as an interlibrary loan.

A demonstration of the computer-assisted instruction programs used at the University of Denver Penrose Library will begin shortly.

An organizational meeting of a group of librarians interested in bibliographic instruction will begin at the front of this room in approximately fifteen minutes.

Again, thank you to all of you.

INSTRUCTING LIBRARY USERS

SOURCES OF INFORMATION

Prepared for the Texas Library Association, Reference Round Table/Young Adult Round Table

SEMINAR ON USER EDUCATION ACTIVITIES, THE STATE OF THE ART IN TEXAS

Houston, April 8, 1976

A selected bibliography compiled by Susan Burton and Bonnie Hsu

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Note: Suggestions for this bibliography were received from the panelists: Jean Brooks (Dallas Public Library), Susan Burton, Moderator (Undergraduate Library, UT-Austin), Marilyn Johnson (Shell Oil Company, Houston), Carole Lipman (Houston Independent School District), John Lolley (Tarrant County Junior College), Kenneth Parker (University of Houston Libraries).

Will you please help? The responses to the questionnaire below will be used in a panel discussion on User Education Actiyities in Texas at the TLA meeting in Houston, April 8, 1976. Please let us know what Texas school libraries are doing in the field of library instruction. Please mail questionnaire to Mrs. Carole Lipman, 5150 Loch Lomond, Houston, TX 77035 by March 8.

SCHOOL LIBRARIES USER EDUCATION SURVEY

Note: "Library orientation"or"library instruction" refer to orientation and the activities involved in teaching users how to use library resources. For the purpose of this survey, traditional one-to-one reference service is not included.

1. Name of school 70 Name of librarian
   Address of school Name of school district
   Enrollment Vols. in Library
   Type of library: 30 elem. 16 jr. high 17 high school 6 other(please explain)
   Staffing: Number of clerical or other support staff in addition to librarian (FTE)

2. Do you have written goals or objectives for library instruction? 27 yes 38 no (4,no answer)
   (If yes, will you please send a copy when you return the questionnaire?)
   Does your school or district follow the TEA "Scope & sequence notes"? 10 yes 26 no 33 no answer
   (Guidelines for the Development of Campus Learning Resources Centers, 1974, pp.25-41.)

3. How do you rate your students' library skills in relation to their educational level?
   3 excellent 13 very good 30 good 20 fair 4 poor

4. Non-print materials used to teach library skills (check as many as are applicable)
   Please indicate with a "C" or an "L" whether commercially or locally produced.

   11C, 5L slides
   2C, 4L videotape/TV
   20C, 1L films
   59C, 0L filmstrips
   31C, 10L audio tapes & cassettes
   0 computer assisted instruction
   48C, 13L transparencies
   6C, 1L teaching machines
   30C, 26L graphic displays in library
   other (please describe) games, flashcards, records

5. Printed materials used to teach library skills(check as many as are applicable) Mark C or L.

   4C, 15L bibliographies
   19C, 15L library handbook
   13C, 5L library handbook for teachers
   8C, 21L self-guided tour
   other (please describe) tests, lesson sheets
   11C, 11L self-paced instructional units (e.g., workbook
   25C, 7L library units in textbooks
   23C, 21L specific "point of use" materials(e.g., an explanation of Readers' Guide near RG)

6. Types of instruction offered (check as many as are applicable)

   1 none at present
   51 guided tours
   11 self-guided tours
   7 term paper clinics
   52 lectures to classes at teacher's request
   59 unit on library use grade level(s)
   (4 taught by teacher 36 by librarian)
   other (please describe) 19 by both
   games, interest centers, exam on PA system

7. Evaluative measures used to determine effectiveness of instruction of library skills

   56 informal feedback
   6 teacher questionnaires
   9 student questionnaires
   other (please describe) sampling of work, overall achievement tests
   40 tests of students' library skills
   3 statistics kept on instructional activities related to library skills

8. Do you have any instructional materials (print or non-print) that you would be willing to share with other libraries? yes no If yes, please specify and send copies of printed materials when you return this document.

   Would you be willing to exhibit your materials during the seminar April 8 in Houston, 1-5pm? yes no

9. Comments on problems, successes, methods you would like to try, methods you would like to see exhibited, etc. (Please use verso for comments you would like to make on any of the above questions as well as for #9)

THANK YOU. SEE you in April.

BREAKDOWN OF SCHOOL LIBRARY RESPONSES

	Elementary		Junior High		High School		District
2. Written goals							
Yes	11		4		9		3
No	17		11		7		3
No answer	2		1		1		0
Follow TEA notes							
Yes	2		2		5		1
No	11		3		11		1
No answer	17		11		1		4
3. Rating of students' skills							
Excellent	2		1		0		0
Very good	8		1		3		1
Good	15		8		5		2
Fair	3		6		8		3
Poor	2		0		2		0
4. Non-print materials	C	L	C	L	C	L	C
Slides	1	0	4	1	3	4	3
Videotapes	0	0	0	3	2	1	0
Films	9	0	4	1	3	0	4
Filmstrips	26	0	13	0	14	0	6
Audio tapes & cassettes	13	3	9	2	6	5	3
Computer-assisted instruction	0	0	0	0	0	0	0
Transparencies	22	7	11	3	9	2	6
Teaching machines	1	1	3	0	1	0	1
Graphic displays	15	13	3	4	8	6	4

	Elementary		Junior High		High School		District	
5. Printed materials	C	L	C	L	C	L	C	L
Bibliographies	0	3	2	6	2	5	0	1
Library handbook	8	4	4	3	3	7	4	1
Handbook for teachers	8	1	1	0	1	3	1	1
Self-guided tour	1	9	6	2	1	8	0	2
Self-paced instructional unit	7	8	3	0	1	2	0	1
Library units in textbook	6	4	11	0	5	2	3	1
"Point-of-use" materials	4	7	8	3	8	7	3	4
6. Types of instruction								
None	1		0		0		0	
Guided tours	19		12		16		2	
Self-guided tours	6		3		2		0	
Term paper clinics	0		0		5		2	
Lectures at teachers' request	18		13		16		5	
Unit on library use	25		15		13		6	
Teacher alone	0		3		1		0	
Librarian	20		6		6		4	
Teacher and librarian	5		6		6		2	
7. Evaluative measures								
Informal feedback	26		12		15		3	
Teacher questionnaires	2		1		1		2	
Student questionnnaires	5		1		2		1	
Tests	18		9		9		4	
Statistics	2		0		1		0	

Responses from Texas academic libraries to a questionnaire sent out in February 1976 by the Southwestern Library Association's Task Force on Library Instruction in the Southwest. The figures below are final results; the speakers based their remarks on partial returns. A more complete analysis of these statistics and the responses by individual libraries are available in Academic Library Instructional Programs in the Southwest, a directory which can be purchased for $ 2.00 from

Mrs. Marion Mitchell
Southwestern Library Association
7371 Paldao Drive
Dallas, Texas 75240

DIRECTORY INFORMATION

1. State

___ Arizona
___ Arkansas
___ Louisiana
___ Oklahoma
___ New Mexico
121 Texas

2. _____ Name of library
_____ Institution
_____ Complete address
_____
_____
_____ Job title of person responsible for instruction

3. _____ Approximate enrollment (FTE) of parent institution

4. _____ If library is subject division within larger system, please state approximate enrollment (FTE) in academic department or programs served by library

IDENTIFICATION

Type of library

5. 44 2-year
6. 26 4-year undergraduate
7. 33 4-year undergraduate plus graduate
8. 2 Graduate only
9. 13 Subject division library within large library system
10. 3 Other: please specify _____

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STAFFING

11. ___ Number of librarians devoting full-time to library instruction
12. ___ Number of librarians devoting part-time to library instruction
13. ___ Number of clerical or other support staff devoting full-time to library instruction
14. ___ Number of clerical or other support staff devoting part-time to library instruction

INSTRUCTIONAL MATERIALS

Non-print materials used (check as many as are applicable):

15. 27 Slides
16. 36 Slide-tape presentation
17. 8 Videotape/TV
18. 8 Films
19. 24 Filmstrip
20. 29 Audio tapes and cassettes
21. 1 Computer assisted instruction
22. 41 Transparencies
23. 0 Teaching machines
24. 41 Graphic displays in library
25. 13 Other: please describe _____

Printed materials used (check as many as are applicable):

26. 39 Bibliographies
27. 72 Library handbook
28. 23 Special library handbook for faculty
29. 35 Self-guided tour
30. 21 Self-paced instructional units (e.g., "library skills" workbooks, exercises or worksheets)
31. 50 Specific point-of-use materials ("point-of-use" materials are those designed to explain a particular reference tool at the time it is needed, e.g., an explanation of Readers' Guide might be attached to the index table next to the index itself)
32. 18 Other: please specify _____

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INSTRUCTIONAL METHODS

Types of instruction offered (check as many as are applicable):

33. ____ None at present
34. 100 Guided tours
35. ____ Self-guided tour
36. 87 Orientation lecture
37. 5 Mail-out to new students
38. 14 Term-paper clinics
39. 95 Lecture to groups on demand
40. 17 Separate course for credit
41. 5 Separate non-credit course
42. 42 Unit on library use as required part of a course (course integrated instruction)
43. ____ Other: please describe _____

EVALUATION

Evaluative measures used to determine effectiveness of instruction (check as many as are applicable):

44. 39 Tests of student library skills
45. 16 Faculty questionnaires
46. 31 Student questionnaires
47. 91 Informal feedback
48. 37 Statistics kept by library on instructional activities
49. ____ Other: please describe _____

50. Do you have written goals and objectives for your instructional program?
____ no 33 yes

FINANCIAL SUPPORT

51. Do you get any financial support for library instruction from other departments within your institution?
____ no 8 yes: please specify _____
52. Do you have any financial support for library instruction from outside your institution? (e.g., grants)
____ no 4 yes: please specify _____

AVAILABILITY OF MATERIALS

53. Do you have any instructional materials (print or non-print) that you would be willing to share with other libraries?
____ no ____ yes: please specify _____

If yes, we would appreciate your sending copies when you return this questionnaire.

54. Do you have any co-operative instructional activities with other libraries? (An example would be distributing material prepared by your local public library or special libraries in the area.)
____ no ____ yes: please specify _____

55. Would you be willing to demonstrate your program at the 1976 SWLA Conference?
____ no ____ yes

Breakdown of Texas Responses to SWLA Questionnaire

	2 year	4 year undergraduate	4 year undergraduate plus graduate	Subject Division	Other	Graduate Only
15. Slides	13	4	7	2	1	
16. Slide-tape	14	5	16	1	0	
17. Videotape/TV	3	3	1	0	1	
18. Films	4	2	2	0	0	
19. Filmstrip	13	6	4	1	0	
20. Audio tapes & cassettes	14	8	4	3	0	
21. Computer asst. inst.						
22. Transparencies	17	8	11	1	4	0
23. Teaching machines						
24. Graphic displays						
26. Bibliographies	16	12	20	3	1	
27. Library handbook	28	14	21	6	2	1
28. Special library hndbk. - fac.	10	6	5	2	0	0
29. Self-guided tour	15	10	6	2	2	0
30. Self-paced inst. units	10	7	3	1	0	0
31. Spec. point-of-use	15	14	14	4	1	2

		2 year	4 year undergraduate	4 year undergraduate plus graduate	Subject Division	Other	Graduate Only
33.	None at present						
34.	Guided tours	38	18	30	9	3	2
36.	Orientation lecture	36	14	22	12	3	0
37.	Mail-out to new students	1	2	2	0	0	0
38.	Term-paper clinics	3	5	5	1	0	0
39.	Lecture on demand	34	18	30	9	3	1
40.	Sep. course for credit	7	3	6	0	1	0
41.	Sep. non-credit course	0	2	2	0	0	1
42.	Course integrated inst.	17	12	10	1	2	0
44.	Tests of stud. lib. skills	21	11	6	1	0	0
45.	Fac. questionnaires	8	3	4	0	1	0
46.	Stud. questionnaires	14	6	9	1	0	1
47.	Informal feedback	33	17	29	9	2	1
48.	Statistics	9	3	18	5	1	1
50.	Written goals & obj.	18	6	7	0	2	0
51.	Fin. suppt. from other dept.	3	0	3	2	0	0
52.	Fin. suppt. outside inst.	3	0	0	1	0	0

The questionnaire below will be used in a panel discussion on User Education at TLA meeting, April 8, 1976, Houston. Please let us know what Texas Special Libraries are doing in this field.

SPECIAL LIBRARIES USER EDUCATION SURVEY

1. Institution 24

   Address _____

   Phone number _____

2. Subject specialty _____

3. Number of users served _____

4. Size of library staff: professional _____ clerical _____

5. Type of user education offered (check as many as appropriate):

   14 Guided tour — 9 Orientation lecture

   14 Lecture to groups on demand — 5 Mailout to new users

   _____ Other. Please specify 6-individual instruction; 2-articles in employee publication

6. Instructional materials used

   4 Library handbook — 2 Audio-visual

   5 Graphic displays in library

   _____ Other. Please specify 1-visitor's brochure; 5-brochure; 1-show and tell

   If you are willing to share any of these materials with other libraries, please either enclose material with questionnaire or check this box /_/.

7. How big a problem is user education to you? Do you feel your current program:

   1 a. Meets all user needs

   10 b. Is satisfactory, but could be improved

   7 c. Definitely needs to be improved

   _____ d. Other 1-not needed

8. Additional comments (use back of sheet if necessary):

Please mail questionnaire by March 15, 1976 to: Marilyn Johnson
Shell Oil Company
P. O. Box 587
Houston, TX 77001

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Will you please help? The responses to the questionnaire will be used in a panel discussion on User Education Activities in Texas at the TLA meeting in Houston, April 8, 1976. Please let us know what Texas public libraries are doing in the field of library instruction. Please mail the questionnaire to Ms. Jean Brooks, Dallas Public Library, 1954 Commerce, Dallas, TX 75201 by March 8.

PUBLIC LIBRARIES USER EDUCATION SURVEY

Note: "Library orientation" or "library instruction" refer to orientation and the activities involved in teaching users how to use library resources. For the purpose of the survey, traditional one-to-one reference service is not included.

1. Name of library 47 Name of librarian
   Address Population served (est.)
   Type of library: 6 major resource center 25 area resource center 10 branch of one of previous types 2 subject division of one of previous 4 other (please describe)
   Staffing: number of librarians devoting time to orienting or instructing users

2. Do you feel that there is a need or demand for public libraries to provide orientation and/or instruction in the use of the library? 41 yes 4 no 1, no answer

3. How do you rate your patrons' ability to satisfy their informational needs?

school children	2 very good	12 good	26 fair	6 poor	
college students	4 very good	24 good	15 fair	3 poor	
adults	very good	11 good	23 fair	12 poor	
other(identify)	very good	3 good	1 fair	2 poor	disadvantaged, new users, high school students, professional people, Texas history researchers

4. Non-print materials used in orienting or instructing users in use of the library (check as many as are applicable; indicate with "C" or "L" whether commerically or locally prepared)

3L	slides	3C, 2L	transparencies
5L	slide-tape presentation	0	computer assisted instruction
1L	videotape/TV	3C, 4L	audio tapes & cassettes
2C, 1L	films	11C, 24L	graphic displays in library
11C, 3L	filmstrips	16	directional 20 instructional
	other (please describe)	special staff member to prepare	12 yes 11 no

5. Printed materials used (check as many as are applicable; indicate with "C" or "L" whether commercially or locally prepared)

2C, 20L	bibliographies	9C, 20L	specific point-of-use materials (e.g., explanation of Readers' Guide near RG)
2C, 9L	library handbook		other (please describe)
1C, 12L	self-guided tour		

6. Types of instruction offered (check as many as are applicable)

2	none at present	4	mail-outs
44	guided tours	41	lectures to groups on demand
4	self-guided tour	24	community service 22 special interest, e.g., garden clubs 28 school classes
21	orientation lecture		
	other(please describe)		

7. Evaluative methods used to determine effectiveness of orientation activities (check as many as are applicable)

29	informal feedback	18	statistics kept on orientation, etc. activities
1	user questionnaires		

8. Do you have written goals or objectives for library orientation? yes 45 no (If yes, please send a copy when you return this questionnaire)

9. Do you have any orientation materials (print or non-print) which you would be willing to share with other libraries? yes no (If yes, please specify and send copies of print materials when you return this document) Are you willing to exhibit at seminar? yes no

10. Comments on problems, successes, methods you would like to try, methods you would like to see exhibited, etc. (Please use verso for comments you would like to make on any of the above questions as well as #10) THANK YOU. SEE YOU AT THE SEMINAR.